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Double Cohort Survey: School Year 2000/01 Results

This report presents results from a survey conducted in the fall of 2000. The findings are based on the responses of the 2000/01 Grade 10 and 11 students in a 136 Ontario schools and analysis performed by Queen's University under contract to the Ministry of Education.

I. Survey Results

Table 1: Survey respondents by gender					
Grade	All Schools		Grade	All Schools	
	n	%		n	%
GRADE 10:			GRADE 11:		
Females	10,209	50.4	Females	9,588	50.7
Males	10,053	49.6	Males	9,315	49.3
Total	20,262	100.0	Total	18,903	100.0

The numbers of students who participated in the survey in the fall of 2000 are presented in Table 1. Those in Grade 10 were students in the "new cohort", and those in Grade 11 were in the "old cohort". Based on the data that were processed in time for this report, a total of 39,165 students participated in the survey.

Figure 1: Surveyed New and Old Cohort Students, by Course Type (%)

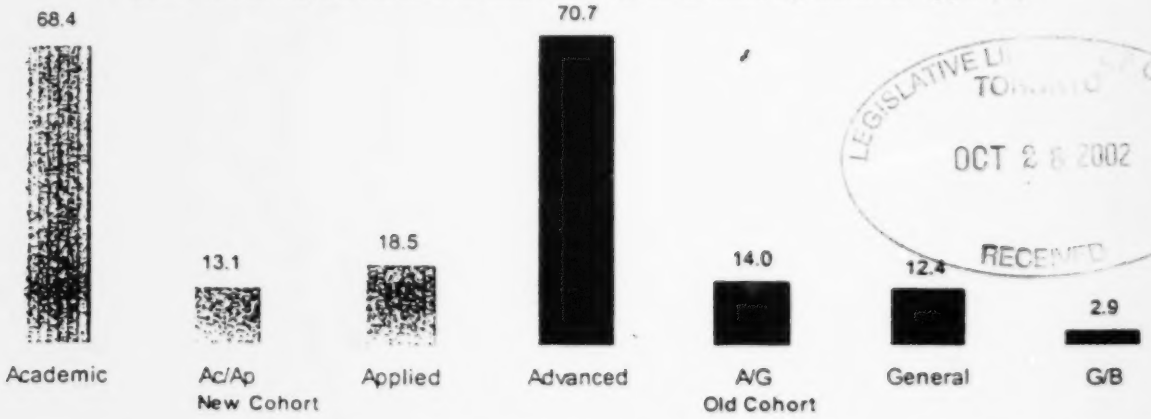

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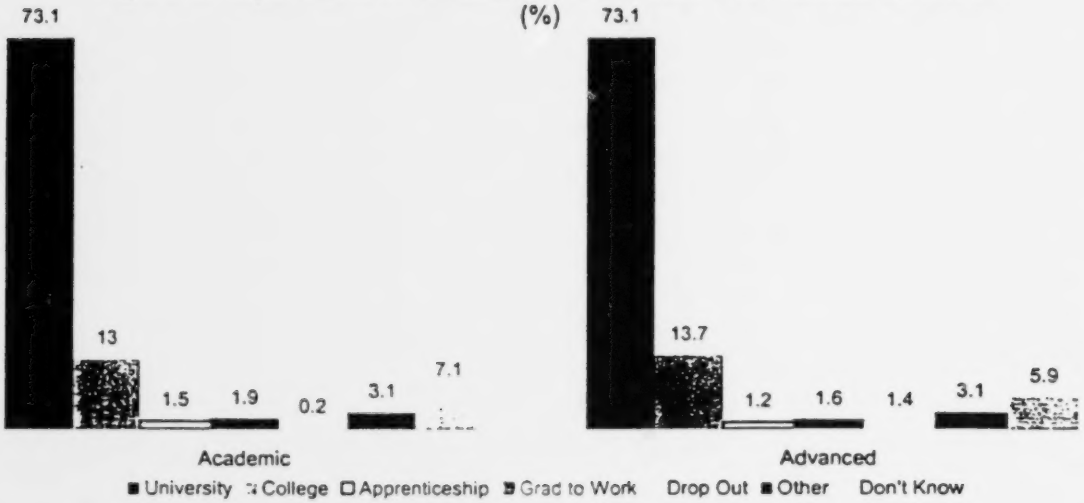
Figure 1 shows that the proportion of new cohort students taking Academic courses in Grade 10 was almost the same (68.4%) as those in the old cohort who took Advanced level courses in Grade 10 (70.7%). The proportion of new cohort students taking mainly applied courses in Grade 10 was higher (18.5%) than that of the older cohort taking General level courses (12.4%). Considered in total, the proportions of students taking Applied plus a mix of Academic and Applied in the new cohort, and the proportion of students taking General plus a mix of Advanced/General and General/Basic in the old cohort were quite similar (31.6% vs. 29.3% respectively). In other words, proportions of students by course type were similar in each cohort.

Figure 2: Aspirations of Students in Academic & Advanced Courses



Figures 2 and 3 present student responses to the question about their aspirations after they leave secondary school. Almost three-quarters of students taking Academic and Advanced courses plan to attend university. About 13% of students taking Academic and Advanced courses planned to attend college, and very few indicated other aspirations – apprenticeship, the work world, dropping out and other.

Figure 3: Aspirations of Students in Applied, General, Academic/Applied, & Advanced/General Courses(%)

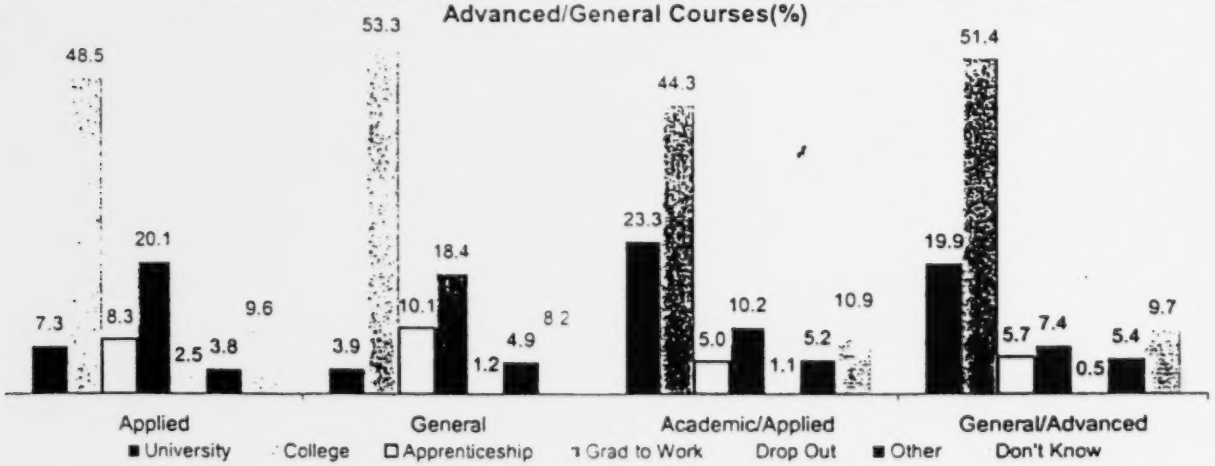


Figure 3 shows that the largest proportion of students taking Applied, General and mixed courses (Academic and Applied, and Advanced and General) aspire to college (between 44 and 53%). However, it must be noted that very few students taking mainly General courses in Grade 11 actually enrol in a college program. It is interesting that some of the students taking Applied and General courses aspire to university (7.3 and 3.9%, respectively). A substantial proportion of these students intend to go directly from graduation to work (20 and 18%, respectively), and fewer aspire to apprenticeship (8 and 10%, respectively). The aspirations of students taking a mix of course types tended to fall between those taking advanced and Academic courses, and General and Applied, particularly in terms of the proportions planning on university.

Table 2: Years expected to complete secondary school (% students)			
Grade/ No. of Years to Complete Secondary School All Schools			
GRADE 10:	%	GRADE 11:	%
4 years	82.8	4 years	21.7
5 years	11.7	5 years	73.3
more than 5years	0.5	more than 5 years	1.2
won't graduate	0.3	won't graduate	0.2
don't know	4.7	don't know	3.6

Table 2 indicates how long students in the new and old cohort are projecting it will take them to complete secondary school.

Figure 4: Years Expected to Complete Secondary School - New and Old Cohorts (%)

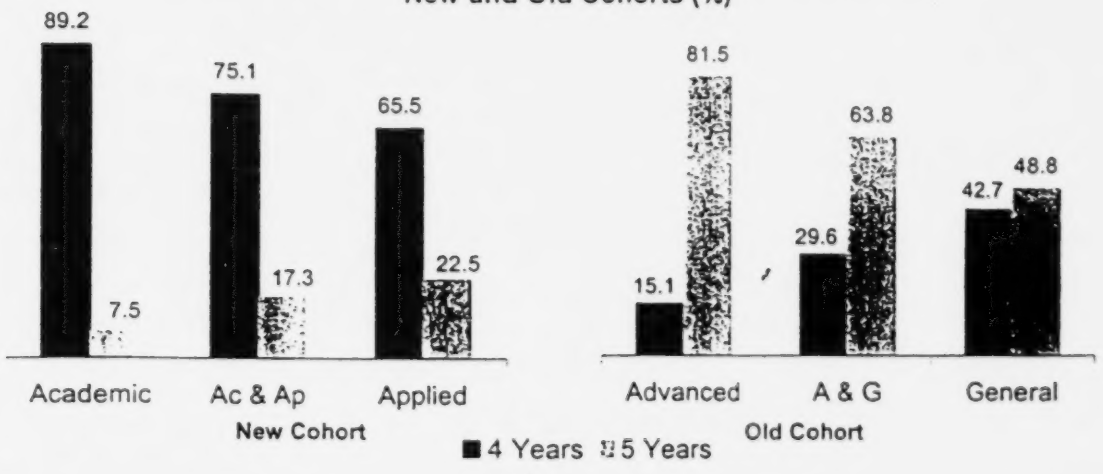


Figure 4 presents the number of years students said it would take them to complete secondary school. Of those students only taking Academic courses (some students take Academic and Applied courses) 89.2% planned to graduate in four years. Of those students only taking Advanced courses (some students take the Advanced and General courses) 81.5% planned to graduate in five years. Students were asked to give reasons for why they planned to graduate in four or five years. The most popular reason given by students taking either Academic or Applied courses was "students expected to graduate in four years", 70.3% and 45.2% respectively. The most popular reason given by students taking either Advanced or General courses was "taking a greater range of courses", 52.4% and 46.7% respectively (not shown).

Table 3: Plan to take time off before entering post-secondary programs (% students)	
Grade	**All Schools**
GRADE 10	19.4
GRADE 11	15.6

Table 3 reveals that 19.4% of students in the new cohort (Grade 10) said they were planning to take time off before entering post secondary programs. 15.6% of students in the old cohort (Grade 11) said they were planning to take time off before entering post secondary programs.

Table 4: Would you consider taking a summer school course? (% students responding 'Yes')	
Grade	**All Schools**
GRADE 10	60.8
GRADE 11	61.2

Table 4 shows that 60.8% of students in the new cohort (Grade 10) said they would take a summer course. 61.2% of students in the old cohort (Grade 11) said they would take a summer course. Nearly two-thirds of students taking Academic and Advanced courses said they would take summer school courses; about one-half of students taking Applied and General courses said they would take summer school courses (not shown).

Table 5: Taking or planning to take Cooperative Education (% students)	
Grade	**All Schools**
GRADE 10	42.0
GRADE 11	41.1

Table 5 shows that similar proportions of students from the new and old cohort plan on taking or are taking Cooperative Education (42.0% vs. 41.1%, respectively).

Table 6: Community involvement requirement: hours completed by % students	
Hours of Service	All Schools
0	47
1-3	3
4-10	12
11-20	11
21-30	7
31-39	3
40 or more	18

Table 6 reveals that just under one-half of those responding had not yet completed any of the required hours. Over one-quarter of the students had completed at least half of the hours required, and one-fifth of students had completed the 40 required hours.

Table 7: Students with part-time jobs (%)	
Hours of Part-Time Work Each Week	All Schools
GRADE 10:	37.9
GRADE 11:	55.2

Table 7 indicated that fewer new cohort than older cohort students have paid part-time jobs, (37.9% vs. 55.2%, respectively). This is likely a reflection of age because students generally are more likely to hold part-time jobs as they get older.

Table 8: Grade 9 Marks Distribution in Academic and Applied English, Mathematics, and Science (% of students)					
Marks Ranges (%)	**50-59**	**60-69**	**70-79**	**80-89**	**90+**
English					
Academic	14	23	33	26	5
Applied	30	33	27	9	1
Mathematics					
Academic	19	22	25	23	11
Applied	39	31	19	10	2
Science					
Academic	16	22	27	25	9
Applied	31	31	25	11	3

Grade 9 Academic marks were much higher than Applied marks in English, Math, and Science. Academic marks distribution were very similar to those obtained by students in Advanced courses in the early 1990's. The Applied marks were slightly lower than marks for students taking General courses in the early 1990's.

N.B. Comparison of Grade 9 marks between the old and new cohort were problematic because many of the old cohort students took their courses at a destreamed level. In addition, analysis was made difficult because the credit accumulation data and the course failure data from the integrated survey and student achievement data file were inconsistent. Valid mark comparisons between the old and new cohorts will not be possible until marks from 2000-2001 allow a comparison of the Grade 10 achievement of both cohorts.

Table 9: Grade 9 Credit Accumulation (All Students)		
Number of Credits	Old Cohort %	New Cohort %
4 or less	3	5
5	1	2
6	3	4
7	8	13
8 or more	85	76

Comparing the Grade 9 credit accumulation of students from the two cohorts, more of the old cohort students had received the full eight credits by the end of Grade 9. 11% of the new cohort students had lost two or more credits compared to 7% of the old cohort.

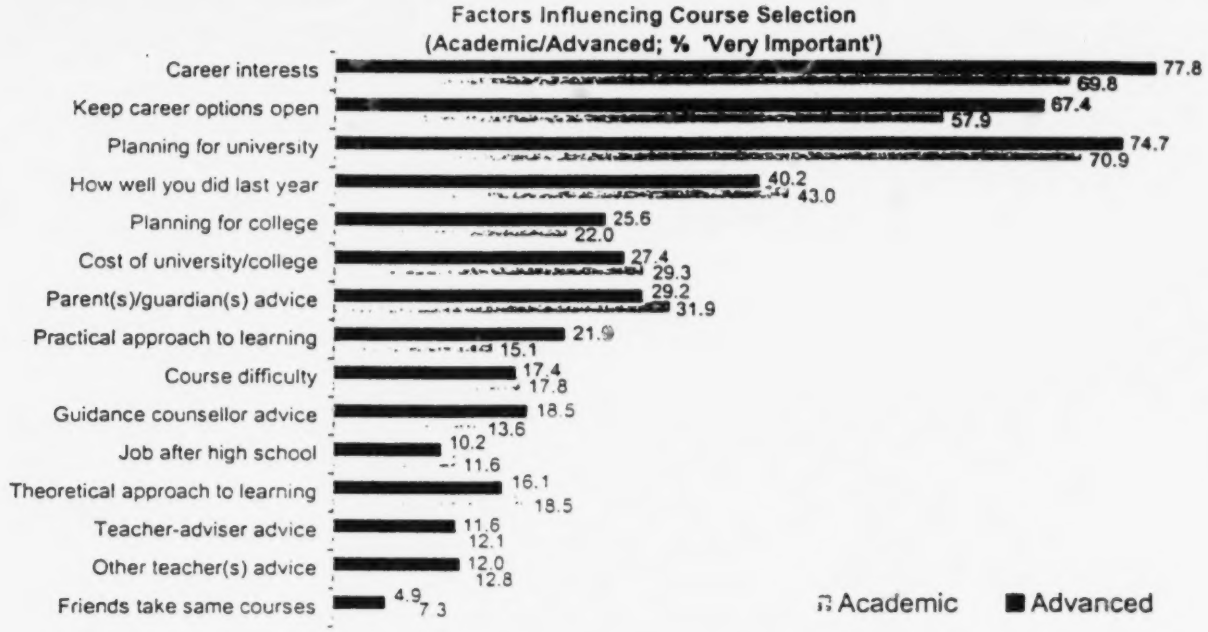
Table 10: Grade 9 Credit Accumulation General/Applied		
Number of Credits	General %	Applied %
4 or less	6	10
5	4	6
6	6	10
7	14	18
8 or more	70	56

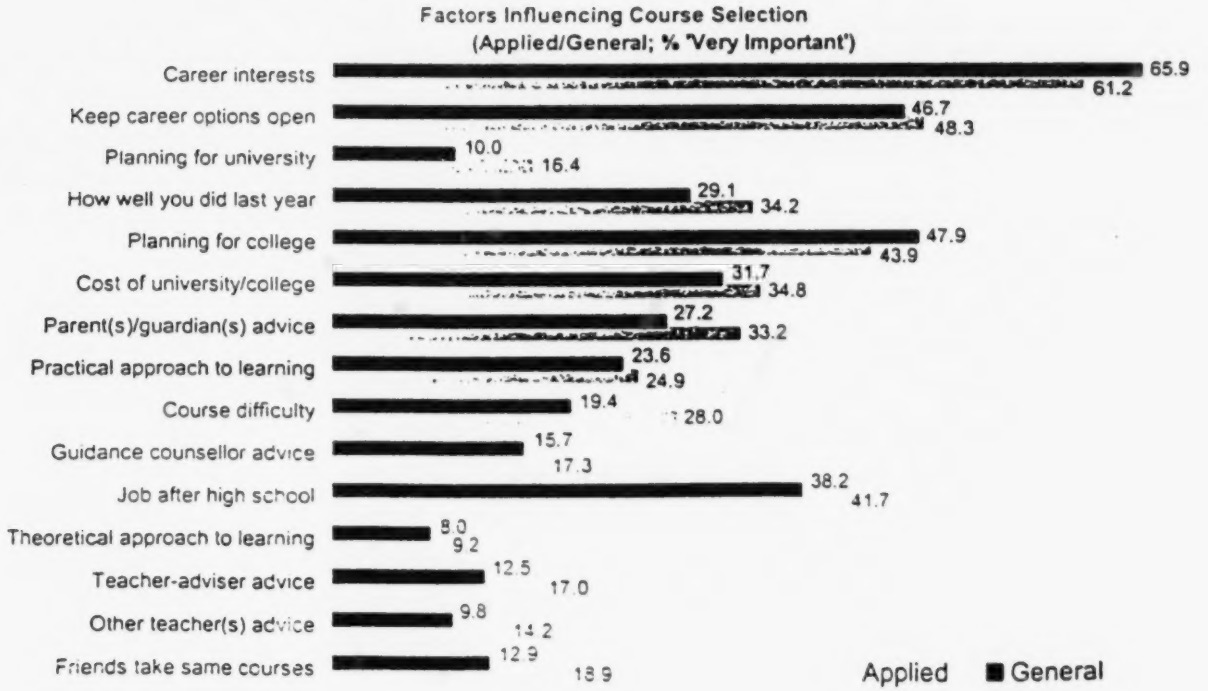
Comparing students who took mainly General courses with those who took mainly Applied courses, the differences become even more pronounced. 44% of the students taking Applied courses have lost at least one credit, with 16% having lost 3 or more. The comparable figures for students taking General courses are 30% and 10%.

Table 11: Grade 9 Credit Accumulation – Advanced/Academic		
Number of Credits	Advanced %	Academic %
4 or less	1	1
5	0.3	1
6	2	2
7	6	12
8 or more	91	84

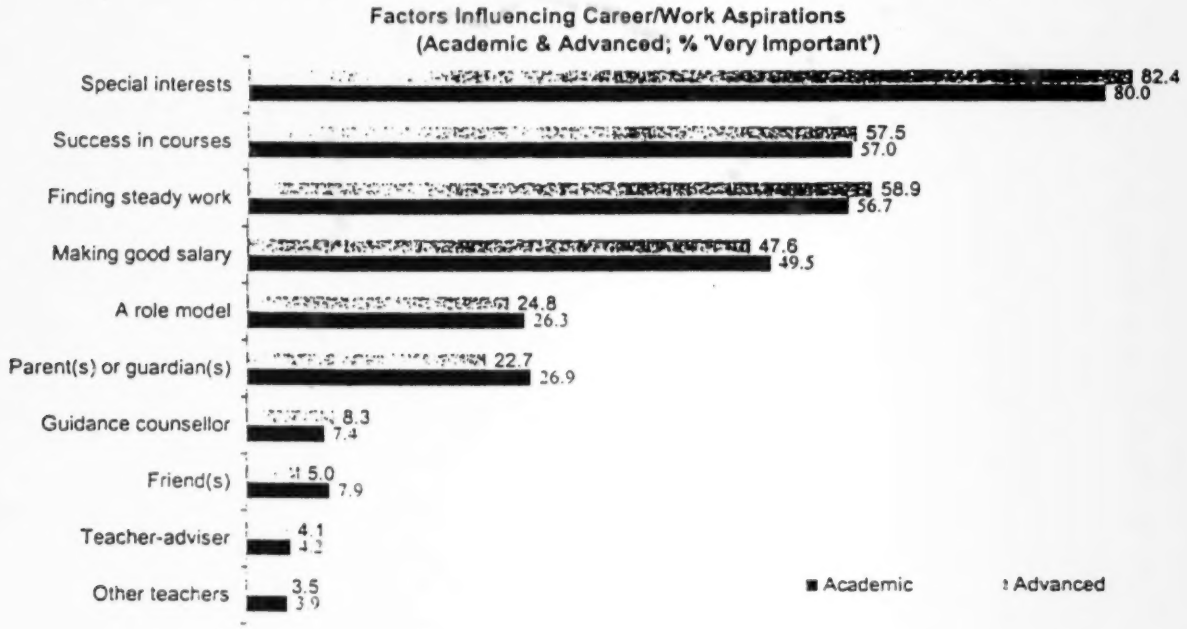
N.B. Credit accumulation data does not include summer school activity by students in the survey. The impact of summer school activity on credit accumulation will be factored into the next report.

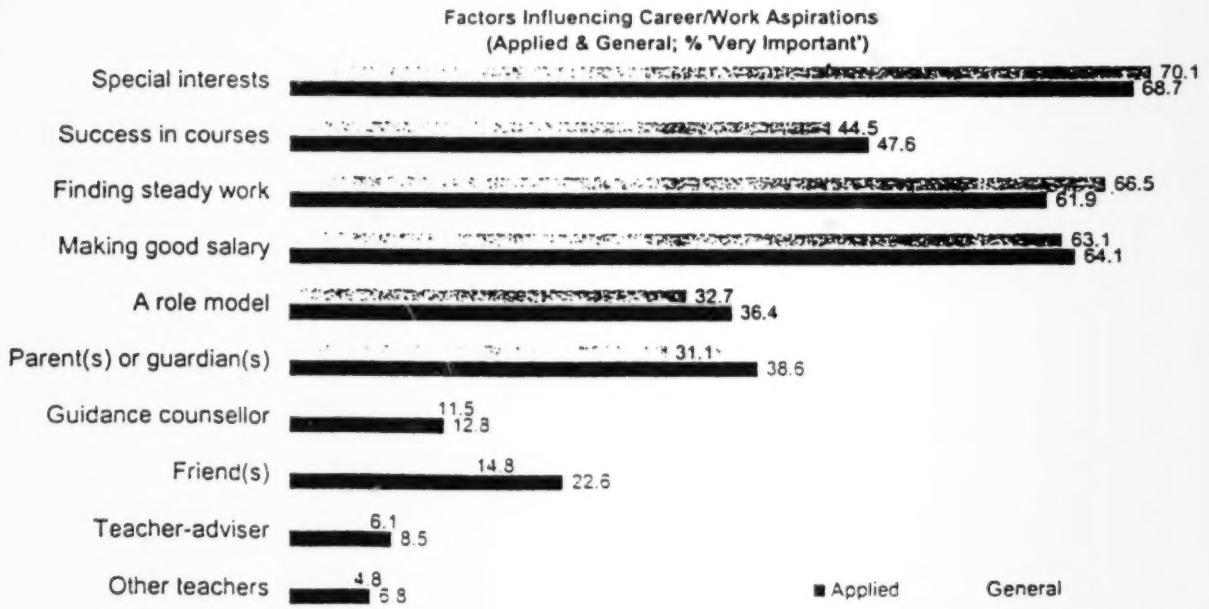
Comparing the Grade credit accumulation of students taking Advanced and Academic courses, the differences are similar (ie. the old cohort is more successful) but not as pronounced. More students taking Advanced courses have at least eight credits (91%), and more students taking Academic courses have lost at least one credit (16%), and many of these have missed the credit in Math.





Students were asked how important they found a list of factors which influenced them in selecting their courses. A large majority of students taking Academic and Advanced courses reported that "career interests", "keeping career options open" and "planning for university" were very important factors. A substantial proportion of students taking Applied and General courses reported that "career interests", "planning for college" and "jobs after high school" were the most important factors, but the proportions were not as great as for students taking Academic and Advanced courses.





Students were asked to rate the importance of various factors in influencing the type of work that they would like to have. Students rated the response choices related to personal criteria (Special interest; Success in courses; Finding steady work; Making good salary) as very important as opposed to choices that related to the influence of others, eg. parent, guidance counsellor, etc. The students' "special interests" was the most important factor in considering the kind(s) of work they would like to do in the future.

Course Availability

Approximately 30% of students said they could not obtain all of the courses they wished. Generally, the core required courses were available, but courses used to meet general course requirements were not (e.g. Physical Education, Arts, Drama). Some of the problems were associated with the interface between the old and new systems (students reaching up for courses in the next grade and students seeking to make up failed courses). In many cases, students wanted to take Physical Education, but could not because their timetable was filled. The biggest problems occurred with single section courses that were over – or under – subscribed.

Experiences of English vs French Students

Similar proportions of English and French students enrol in postsecondary institutions, but more French students enrol in college and fewer in university.

Table 12: New & Old Cohort Students by Course Type (%) - English vs. French

	New Cohort (%)		Old cohort (%)	
	Academic	Applied	Advanced	General
English	68.4	18.5	70.7	12.4
French	62.6	20.8	64.6	15.3

Proportionally fewer French students enrolled in Academic courses and, correspondingly, more in applied courses.

Table 13: Grade 9 Credit Accumulation – English vs. French

Number of Credits	Old Cohort (%)		New Cohort (%)	
	English	French	English	French
4 or less	3	2.0	5	3
5	1	0.06	2	2
6	3	0.07	4	4
7	8	8.0	13	8
8 or more	85	89.6	76.0	84.0

Proportionally more French students in French school successfully completed their eight courses in Grade 9.

Proportionally more French students were unable to take all the courses that they would like to have taken.

II. Future Research Plans

The Double Cohort Study will continue till 2003/04. In January 2002, approximately 200 schools will be asked to conduct another survey of the students who participated last year (now in Grades 11 and 12). Students from this year's Grade 10 class will also be included. By including this cohort of students the survey will give a better understanding of how the new cohort is performing.